

**IMPROVING STUDENT'S WRITING DESCRIPTIVE TEXT BY USING
THE PICTURE WORD INDUCTIVE MODEL (PWIM)
(A Classroom Action Research at the Eighth Grade Students in SMP Negeri 3
Nanga Tayap Ketapang in Academic Year 2011/2012)**

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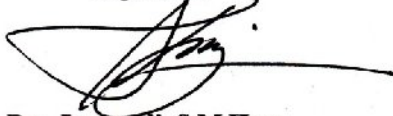
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IMPROVING STUDENT'S WRITING DESCRIPTIVE TEXT BY USING THE PICTURE WORD INDUCTIVE MODEL (PWIM)

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Abstract : This research aims to find out how well the picture word inductive model (PWIM) improve writing in vocabularies and organization (structures) of descriptive text in VIII grade students' SMP Negeri 3 Nanga Tayap Ketapang Regency Kalimantan Barat. The research method is a classroom action research (CAR). In this study, Picture Word Inductive Model (PWIM) was used as a strategy to help students by using pictures and some key words. The techniques of data collecting in this research were field notes and writing test. Data was analyzed by using scoring table. The students' writing ability in descriptive text improved in three cycles. The percentage of improvement in this research was from 78.1% until 100% passed the minimum standard score.

Keywords: writing ability, picture word inductive model strategy, classroom action research, descriptive text.

Abstrak : Penelitian ini bertujuan untuk mengetahui seberapa baik picture word inductive model (PWIM) meningkatkan hasil belajar siswa pada penulisan kata-kata dan susunan teks deskripsi di kelas VIII SMP Negeri 3 Nanga Tayap Kab. Ketapang Provinsi Kalimantan Barat. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Dalam penelitian ini, Picture Word Inductive Model (PWIM) digunakan sebagai sebuah strategi belajar untuk membantu siswa dengan menggunakan gambar dan beberapa kata kunci. Teknik pengumpulan data dalam penelitian ini adalah catatan kegiatan dan tes menulis. Data dianalisis menggunakan table penilain. Kemampuan menulis siswa dalam teks deskripsi meningkat dalam tiga siklus. Persentase peningkatan dalam penelitian ini dari 78,1% sampai 100% telah memenuhi standar ketuntasan minimum.

Kata kunci : kemampuan menulis, strategi picture word inductive model, penelitian tindakan kelas, teks deskripsi.

Writing English text in teaching learning is a challenging activity for a teacher. In the first years of Junior High School the basic competency that should be achieved in English subject especially in writing is the students have ability to develop and produce written simple functional text in form of recount text, narrative text, procedures and descriptive text. Based on syllabus of School Based Curriculum 2006, there are twelve kinds of suggested genres: recount report discussion, explanation, exposition (analytical), exposition (hortatory), new item anecdote, narrative, procedure, review and descriptive. In this study descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing also consists of generic structure in range as: Identification that is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person or something that is described.

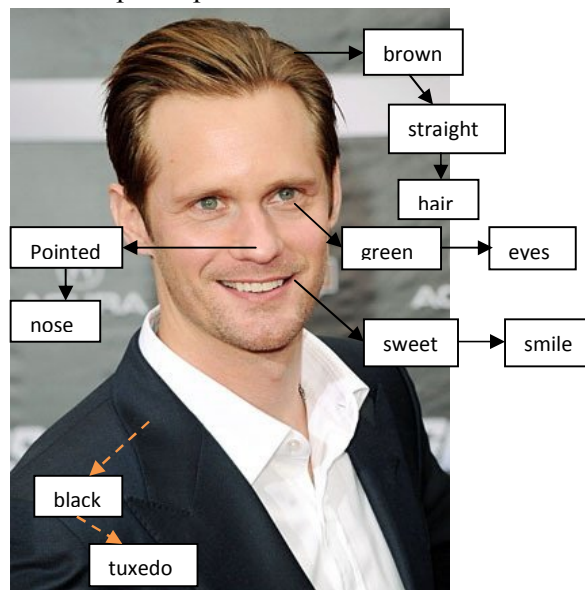
Students need to be able to write the descriptive text clearly. They should choose the correct word in every sentence to make their description more real. (Kane, 2000:7) “Description deals with perception –most commonly visual perception. Its central problem is to arrange what we see into a significant pattern”. However many students still confused to determine the appropriate words to write. They have lack of vocabulary. They also didn’t understand to put the good organization of descriptive text.

Picture word inductive model (PWIM) is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages. It is because in their early ages most of them are very familiar with pictures in all sorts of theme. (Adam, Johnson, and Connors,1999:29) in Calhoun say, “the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to read and write well.” Basically PWIM is a strategy which uses the advantage of picture as the learning media in teaching and learning process. PWIM consists of pictures which are familiar to the students. It is to make the students able to identify it easily.

The instructional sequence of Picture Word Inductive Model (PWIM) through the following activities: the students study a picture selected by the teacher; identify what they see in the picture for the teacher to label; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties they can identify; and develop titles, sentences, and paragraphs about their picture.

Picture word inductive model (PWIM) is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages. (Calhoun ,1999:24) says that, for most of beginning readers and writers, the picture word inductive model (PWIM) is an interesting and enjoyable activity where the students can enjoy gaining object and events through picture.

Basically PWIM is a strategy which uses the advantage of picture as the learning media in teaching and learning process. PWIM consists of pictures which are familiar to the students. It is to make the students able to identify it easily. Picture which used in the material are having some key words to make students find out what they will write about. The picture which have some words or key words are called picture word chart. Here is the example of picture word chart:



Writing with picture is strategy to lead learner into inquiring word illustration. (Calhoun ,1999:21) told that “The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies,

As the teacher writes words on the paper surrounding the picture, the picture word chart becomes an illustrated dictionary. In every steps here

take teacher attention to make the material more easy and interest to do. In the first step, the teacher selects the picture to the learners. Teacher gives them an interested picture that appropriate with descriptive text' topic and explains the rules of the text. The second step, teacher asks students to identify the picture based on the topic. The third step, teacher labeled the picture by drawing a line from identified object or area to make a chart of illustration of the story. Put some word of the object to make it easy to remember. The fourth step, the teacher asks student to read the word quietly and put the word in the blank sentences. The fifth step, the students ask to create a title and write a paragraph which describes the picture. The last step, the teacher asks the students to read and review their paragraph to make it more complete and good.

Based on the result of this study, Picture Word Inductive Model (PWIM) could help the students more easily to write descriptive text. PWIM helped the students especially in found the correct vocabulary and organization of the text. The students helped by the picture word chart. They can create an illustration of the text from the word on the picture. This result is line with the purpose of this research which is to improve students' writing descriptive text, particularly in writing the organization and vocabularies of the text.

METHOD

This study used classroom action research (CAR) as a method of research. This research consists of four steps; they are planning, acting, observing and reflecting. This research conducted to overcome the problems that found in the classroom and make improvement on any possible ways.(Burns ,2001), "the main aim of Classroom Action Research is to identify a problematic situation or issue that the participants - who may include teachers, students, managers, administrators or even parents - consider worth looking more into deeply and systematically". This research is done by the teacher in the classroom to fine some problems that faced by the teachers and the students. In implementing the four steps of classroom action research, the researcher was work in team with the teacher.

The subject of the research was the 8th grade students of SMP Negeri 3 Nanga Tayap in academic year 2011/2012 which consists of 34 students. To collected the data, the researcher used field note and written assessment.

Field note is a note made by the researcher as a recording of the important events in every meeting. Field Note can use to see the activities in the classroom more detail about teaching learning activity. It included students' interaction and activity during teaching writing using picture word inductive modal (PWIM) in the classroom.

Written assessment is used to know how the students understand the descriptive text by using picture word inductive model. The researcher can determine the result of students' assessment was passed or not passed the target. Students are asked to write a descriptive paragraph in each cycle. The result of each cycle will be compared in order to know students' achievements after the use of models in learning sessions during their writing practice. The researcher used scoring table to assess the students' score.

RESULT

This study was conducted in three cycles. In each cycle, researcher implemented Picture Word Inductive Model as the strategy in improving the students' writing descriptive text. The teacher started the learning activity by showing the picture to the students. First, the teacher asked the students about their favorite actress. This activity purposed to attract the students' attention before the material is given to them. After that teacher gave example how to complete the picture word chart and asked the students comment. Then the teacher gave the example write the descriptive text based on the picture word chart.

In the students' activity, teacher asked them to work in pair to do the task 1. Before doing the group work task 1, the teacher instructed the students to identify the picture firstly. Second, the teacher asked the students to put the word of the blank boxes which suitable with the picture. Then the teacher instructed the students to make a title of the picture word chart and also to choose the correct sentences which suitable to identification and description part. The last, the teacher asked the students to rearrange the sentences into good descriptive paragraph writing.

During teaching and learning process that was implemented Picture Word Inductive Model, the observer observed the entire process of teaching and learning on each cycles. The teacher also keep monitoring the class along the teaching and learning activity. The students showed their interest when they showed an actress photograph. The students answered

the teacher's questions enthusiastically. Some students could understand how to write the text using the picture word chart. But some other still confused and keep silence. Some students had difficulties in found the correct words to complete the picture word chart. Some other also confused to put the correct sentence into good descriptive text organization.

Based on the students' worksheet, the students' ability improved from cycle 1 until cycle 3. But in the cycle 2 the percentage of students work was decrease. It is because the mistake preparation of the researcher. The picture that used was not good. So many students cannot identify the picture clearly. The students mean score of cycle 1 was 68.7, cycle 2 was 68.4, and cycle 3 was 87.4. In conclusion, the students' ability in writing descriptive text especially in found the correct vocabularies and organization improved.

Based on the result of observation field note in the first cycle, the researcher found that some students gave positive response during the activity. The students' showed their interest when they showed the picture of Asmirandah. They answered the questions when brainstorming with the teacher enthusiastically. When the writing assessment took place they more keep silence. Some of them seem confused and not sure in put the word on the picture word chart. Some of the students could not identified the picture because they still unfamiliar to them. The students also could not identify the generic structure of descriptive text.

The students' individual writing made some students exciting but some other still confused. Some students asked their friends and some other concerned with their work. Some students who got the result <70 did not know what to write. The teacher gave them explanation about the descriptive text. Teacher also gave example how to write the text by using picture word chart. But the students were lack of vocabulary and spelling because they did not bring dictionary. They did not write the paragraph correctly. Some students did not put the title, identification and description on the paragraph correctly.

In the second cycle, the researcher found that many of students were not enthusiastic when they get picture of the task 1 and 2. The pictures were not good. The color of the picture was not clear. The students also not interested when the teacher showed them the Korean actress picture. First, the teacher asked the students about the people from Korea. This activity purposed to attract the students' attention before the material is given to them. Most of the students did not paid attention to the picture and responded to the teacher's questions. They were not enthusiastic to see the picture but only some of them who could respond the teacher's questions.

When the teacher explained the picture many students did not recognized the differences of the color or the shape of the picture. Many students made mistakes in identified the picture. For example the hair of the picture was long brown hair; they write that the hair was long blonde hair. Teacher guessed may be they did not sure about the color of the picture. They look confused to differentiate the appearance of the pictures. So they could not do the task correctly.

In the third cycle, the researcher found the students more interested and active. Students asked to identified and filled up the picture word chart one by one. When completing the picture word chart most of them active and enthusiastic did it. The students put the correct word in every blank box on the picture word chart. They look more confident in writing the text. They also familiar with the picture, they write the text from completing the picture word chart until rearrange it into good paragraph writing easily. Most of them could do the task well.

In the group works assessment, students seemed to be active and interested. Students did the assessments easily. The teacher asked them to look at the picture carefully. The students identified the picture seriously. Then, it could be concluded that the using of Picture Word Inductive Model in teaching descriptive text gave positive impact. By using Picture Word Inductive Model, students guided to write the text correctly. The picture word chart could help the students to get more vocabulary to write down. Their writing was controlled and organized.

DISCUSSION

This research started on 22nd of May, 2012 until 29th of May, 2012 at the eleventh grade students of SMP Negeri 3 Nanga Tayap. At the first cycle students had good response. In the first meeting teacher started the lesson by greeting and give brain storming to the students by showing a picture. They looked interesting to the learning activity. Then the teacher gives the example and the organization of descriptive text. After that, the teacher gives example how to complete the picture word chart. Then the teacher gives example write the descriptive text based on the picture word chart.

In the last teacher gave the assessment to the students. First is group work assessment and the individual assessment. When the students doing their tasks , they look interested and active. But some of them still confused. Nevertheless the teaching learning process was going well. It was about

78.1 % of the students in the class are passed. Almost of students passed the students' standard score.

Based on the observation while the Picture Word Inductive Model (PWIM) was being applied, the writer found the main problem of the students when they put the correct words on the picture word chart. They look have no idea to search the suitable vocabulary in describing the picture. The first problem is they did not know more about the adjective vocabularies and also they did not bring their dictionary.

In the second cycle, the students were not interested with the picture. The teacher gave them picture of the Korea actress. The students were not familiar with the actress, so they not paid attention to the learning process. The picture was also not good. The color of the picture is not good it is because the printing was not clear.

So, it was about 53.1 % of students in the class passed the students standard score. The students score was decrease. The main problem is the picture was using more color and was not clear. The students could not identify the appearances exactly. Students could follow the teacher explanation about the structure clearly. But the pictures which used by the teacher was not clear, it made the students confused. Many students did know about the color in the picture exactly. So they were just guessing the appearance.

In the third cycle, as usual the teacher started the learning activity by showing the students a picture. This time the teacher chooses the students girl picture. The students look interested and enthusiastic. Most of them can answer the teacher question when brain storming. The students' interest also appears when teacher asked them to fill up the blank box of picture word chart. Most of them can fill up the correct word in every blank box.

Based on the observation, the writer found the students' improvement significantly in the third cycle. It was about 100% of the students in the class passed the minimum standard score. The students were more confident and active in every step when teaching learning process. In the writing assessment they were ready and good reaction. It is proof by their result. All of them passed the minimum standard score.

In implementing the Picture Word Inductive Model, the writer found that this strategy was also have weakness. Based on the field note the writer found that the preparation is the important think. Teacher has to prepare the good picture and select it to give motivated and interest of the students. If

the teacher did not know the appropriate picture to the students so the students' reaction will out of the teacher purpose.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of observation, the researcher found out the use of Picture Word Inductive Model (PWIM) could improve students' writing descriptive text ability. By using Picture Word Inductive Model (PWIM), the students can improve their writing in choosing the correct vocabularies and the organization of the text. The picture helped them to collect more vocabularies and determine the suitable words to describe the picture on reality. The picture word chart have also important part in limited the students writing in order to make the students writing more meaningful and straight to the goal.

The result of the students based on the data was improved by using Picture Word Inductive Model (PWIM). It was proof by the result of the percentage of the students' score who passed the minimum standard score. In the first cycle the percentage of the students' standard score was 78.1% then the second cycle decrease into 53.1% but in the last cycle significantly improve into 100%. Most of the students have good progress. Their mean score was also increase. In the first cycle the students' mean score was 68.7 decrease in the second cycle to be 68.4 and the last cycle increase into 87.4. it is proved that Picture Word Inductive Model improve students' writing descriptive text ability.

In conclusion, Picture Word Inductive Model (PWIM) could improve students' ability in writing descriptive text. It is also encourage the students to be more interested in teaching learning process. The students actively and motivated in doing the lesson.

Suggestion

The writer would give some suggestions of this research to good input for next researcher. These suggestions are (1) Picture Word Inductive Model (PWIM) should be applied in teaching descriptive writing. It is because PWIM is a simple way to get students attention in building their understanding of descriptive writing, (2) Prepare interactive media as pictures in order to let the students interested and be active to think about focused of the teaching learning and also to avoid them from getting bored during the activity,(3)It is advisable to use picture word chart to make

students easily to identify what they see in the picture and to enrich their vocabulary, (4)Teacher should prepare the good and familiar pictures. It can make the students more interest and clear of their writing, (5) Teacher should give more models and show how to write descriptive writing by using picture word chart.

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